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The last chapter, "The Release of Mental Forces," discusses and illustrates with examples from the studies of animal behavior the proposition that the more highly developed the animal is, the greater is the flexibility of response to stimuli. The author emphasizes the breaking away from customary methods of teaching and encourages originality in linking up school life with practical life.

The book is vigorous, full of suggestions and practical illustrations, and commends itself to all who are interested in present day education.

DANIEL STARCH

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*Great Educators of Three Centuries: Their Work and Its Influence on Modern Education.* By FRANK PIERREPONT GRAVES. New York: Macmillan, 1912. Pp. ix+289. \$1.10.

The great educators that Professor Graves has treated in this book are Milton, Bacon, Ratich, Comenius, Locke, Francke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Lancaster and Bell, and Spencer. The order of treatment is as given above. With the exception of Milton who is treated first, the order is chronological. This order seems to be used for the purpose of tracing the influence one educator has on those of succeeding generations.

Professor Graves has made some attempt to present the social setting of each reformer as well as to give a few facts pertaining to his life and his contributions to education in general. In the first he has but partially succeeded. The general reader for whom the book seems to be written will understand little of the social and economic conditions of Europe in the time of Rousseau and Pestalozzi from a reading of the author's discussion of these two educators. The chief emphasis in each case is placed on the educator's works and their probable influence on his successors. In a few cases some emphasis is placed on the life of the educator.

One hundred fifty pages are devoted to four of the educators, Rousseau, Pestalozzi, Froebel, and Herbart; and the remaining pages which are less than half of the book, to the other eleven. To give so much space to four makes the treatment of many others rather scant—not as much as some of them seem to deserve, even when their influence is compared to any of the four more fully treated.

The author's style is very fascinating and with few exceptions (the treatment of Locke for one) the reader's interest is rather intense. Anyone desiring a popular and non-technical treatment of the educators of the last three centuries will find it in this book. He will get a rather complete treatment of four of them and a somewhat extended introduction to the remainder.

In general the book is of the same type as Quick's *Educational Reformers* and Hoyt's *Studies in the History of Education*. The former treats most of the same educators with others added; the latter, some of the same, but fewer

in all. In any book of the type of these the difficult thing is to maintain a thread of connection throughout. None of the above books maintains such a thread of connection. They are somewhat like a dictionary of biography and are more useful as reference material than as texts giving a connected discussion of the history of education.

R. M. TRYON

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*Sources of Interest in High-School English.* By JONES.

This book by Mr. Jones is the most careful and comprehensive on the subject of school English yet published. A very great amount of work has gone into its making, and some very interesting results are now exhibited.

Those who are interested in tabulated data and comparative curves in the scientific spirit of the day will have their desires well satisfied. For ourselves, we confess to more interest in the author's deductions from his investigations. And there are sensational deductions although the book is by no means written in a sensational spirit.

We are sorry Mr. Jones did not complete his study by including the fourth year of the high school. There would be then a certain completeness which is now lacking. But within the limits set for himself, he has done his work excellently well.

Mr. Jones brings out very clearly one point upon which there will be a chorus of approbation by English teachers in general—that the essay has no place in high-school work. "Appreciation of an essay requires knowledge of literary style and does not depend on either plot or personality." At the high-school age pupils are interested almost wholly in plot and personality, in the order mentioned. In the first year there should be plenty of stories of action—*Ivanhoe* is popular; nobody mentions *Cranford* with approval. It is no use to force the child to read books fit only for mature persons. Beginning with a strong interest in plot, the pupil goes on to interest in character, and finally to an appreciation of what might be called a combination of the two—the drama. Here is reason for the present movement in many schools toward teaching the modern drama.

One of the most interesting observations and one of the sensational is that the study of biology and the study of history apparently affect the pupil's reading not at all. This is a serious indictment against biology and history as now taught. Surely the study of biology should stimulate the pupil to read more of the life about him. We wonder if the textbooks and the teaching are not too "scientific" and formal, with the life squeezed out. More amazing still is the information that the study of history leaves the pupil with no desire to read. It leaves him cold in the presence of one of the mightiest branches of literature and perhaps the mightiest teacher of life. And yet history is so alive! What is the good of teaching that leaves no glow behind, be it ever so scientific and modern?